CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher answers the questions of the problem which have been stated in chapter I. The question of the problems are 1)How does the teacher teach writing report text by using instagram in 10th grade senior high school students of SMA Muhammadiyah 2 Sidoarjo? 2)What problems do the teacher encountered when using instagram as media to teach writing report text? 3)How does the teacher solve the problem when using instagram as media to teach writing report text?

To answer the questions, the researcher will describe the result from the class observation checklist, interview and documentation.

4.1   Findings

In this part, the researcher describes the implementation of teaching writing report text using instagram in 10th grade senior high school students of SMA Muhammadiyah 2 Sidoarjo. The researcher conducted the observation in three meetings and duration of each observation was 2 x 45 minutes. The three meetings were aimed to observe the teaching learning process.

The observation was conducted in class X MIPA 2. The classroom is located between X MIPA 1 and X MIPA 3 class. Before the teaching and learning activities, the class leader always leads students to pray first.

English lesson is conducted once in a week. The teacher has a very nice relationship with all the students.

To support the success of English teaching learning activity needs well time management. The teacher arranged the materials that would be given in a lesson plan. The lesson plan is made to plan the learning activity based on syllabus. It means that a lesson plan will help the teacher a lot in conducting teaching learning process. All three meeting have different action according to the lesson plan, therefore the researcher will explain all.

4.1.1 The Implementation of Teaching Writing Report Text by using Instagram.

At the first meeting, this was held on Tuesday, October 6th 2020, at 10.15 – 11.45 AM. The allocated time for teaching English is 90 minutes. Teacher used *Google Meet* for the class.

Before beginning the class, both the teacher and the students prayed together. This activity is always done before beginning the lesson. After that, the teacher greeted the students.

Teacher   : Assalamu'alaikum Wr. Wb

Students   : Wa'alaikumsalam Wr. Wb

Teacher   : Good morning Students

Students   : Good morning Mam Tiwi

Teacher   : How are you today?

Students   : I am fine thank you and you

Teacher   : I am fine too

This activity was done in the beginning of the class meeting to make the students familiar to say greeting in English.

After that, teacher started to absence students by calling their name one by one. Students who present raised their hand. Then, the teacher started to explain the lesson.

To start the lesson the teacher asked some questions related to the material. She used power point presentation in order to attract their attention in learning English material. By using power point presentation, students will be stimulated to say something based on what they see and make them more interested to learn.

In this meeting, the teacher presented the new materials to the students. The teacher did it by asking the students some questions related to the material or the topic being discussed. The topic was about factual report, the teacher asked students some questions as follows:

Do you know what factual report is?

Can you give an example of factual report?

Picture 4.1.1.1. Teacher explained material using google meet

This activity was done to introduce the factual report to the students. The teacher continued with explaining the social function, grammar and linguistic element of factual report.

At last, teacher asked students to make reflection about the teaching learning process and make conclusion. Before closing the class, the teacher said *Hamdalah* and prayed together with the students.

At the second meeting, this was held on Tuesday, October 13th 2020, at 10.15 – 11.45 AM. The allocated time for teaching English is 90 minutes. Teacher still used *Google Meet* for her class.

Before beginning the class, both the teacher and the students prayed together, like always. After that, the teacher greeted the students. Then teacher started to absence students.

In this meeting, teacher asked to her students to open their instagram. Then teacher asked to search any animal that students want. After that, teacher instructed students to make report text based on the pictures they got. Teacher gave 15 minutes for students to write down the report text toward the animal that they searched.

Students continued to make report text based on the information they got from the internet. They asked often to the teacher if they found something difficult to write. And teacher answered in simple ways, so students understand how to write report text using that the pictures.

Picture 4.1.1.2. Teacher asked to the students to search pictures on instagram

At the end of this meeting, teacher asked students to make reflection about the teaching learning process and make conclusion. Whoever didn't finish their text could continue it as homework. It

would be discussed next meeting. Before closing the class, the teacher said *Hamdalah* and prayed together with the students.

At the third meeting, this was held on Tuesday, October 20th 2017, at 10.15 – 11.45 AM using *Google Meet*. The allocated time for teaching English is 90 minutes.

Before beginning the class, both the teacher and the students prayed together, like always. After that, the teacher greeted the students. Then teacher started to absence students.

In the last meeting of this topic, teacher asked students about their task or homework, whether they faced some difficulties or not. Teacher moved close to the student to ask personally with students. Teacher checked the tasks and asked students about vocabulary, tenses, spelling, pronunciation and punctuation they found inside their text. The teacher called students' names in alphabetical to read their own text loudly, so the other listened carefully. Furthermore, students gave the report text to the teacher via *google meet attachment* to be assessed one by one.

Here are the examples of students' task toward report text;

Picture 4.1.1.3. Students' task 1

Cats also called the domestic cat or house cat (with its scientific name: Felis silvestris catus or Felis catus) is a type of carnivorous mammal of the family Felidae. The word "cat" generally refers to a "cat" that has been tamed, but can also refer to the "big cats" such as lions and tigers.

Cats are considered as "perfect carnivore" with teeth and particular digestive tract. The first premolar and molar teeth form a pair of fangs on each side of the mouth that works effectively as a pair of scissors to tear the meat. Although these features also exist in the Canidae or dog, but these traits are better developed in cats. Unlike other carnivores, cats eat almost non vegetable substance. Bears and dogs sometimes eat berries, roots, or honey as a supplement, while cats only eat meat, usually freshly killed prey. In captivity, cats can not adapt to a vegetarian diet because they can

not synthesize all the amino acids they need from plant material; it is in contrast with domesticated dogs, which commonly are fed a mixture of meat and vegetables and sometimes it can adapt to a completely vegetarian meal.

Cats have mingled with human life since at least 6000 BC, from the skeleton of the cat found on the island of Cyprus. The ancient Egyptians of 3500 BC have used cats to keep away the rats or other rodents from the barn where the crops were saved. Currently, the cat is one of the most popular pet in the world. Cats that his lines are recorded officially as a cat breeds or pure breed are Persian, Siamese, Manx, and the sphinx. These kinds of cat are usually bred in official captivity animal. The number of purebred cat is only 1% of all cats in the world; the rest is a cat with mixed ancestry such as wild cats or domestic cats.

Picture 4.1.1.4. Students' task 2

Elephants are the largest land animals on Earth, and they're one of the most unique-looking animals, too. With their characteristic long noses, or trunks; large, floppy ears; and wide, thick legs, there is no other animal with a similar physique.

Most experts recognize two species of elephant: the Asian elephant (Elephas maximus) and the African elephant (Loxodonta africana), who live on separate continents and have many unique features. There are several subspecies that belong to one or the other of these two main species, though experts argue over how many subspecies there are and whether or not they constitute separate species.

African elephants live in sub-Saharan Africa, the rainforests of Central and West Africa and the Sahel desert in Mali, according to National Geographic. Asian elephants live in Nepal, India and Southeast Asia in scrub forests and rainforests.

Picture 4.1.1.5. Students' task 3

The blue whale is not only the biggest whale living today; the blue whale is the biggest creature ever to have lived on Earth. They are mind-bogglingly gigantic; much larger than any of the dinosaurs. Blue whales and the other ocean giants live their whole lives in seawater.

Blue whales commonly reach the colossal length of 29m, that's roughly as long as three London red double-decker buses parked end to end. Blue whales in the Southern Hemisphere are generally larger than those in the Northern Hemisphere and female blues are larger than males.

The longest blue whale on record is a female measured at a South Georgia whaling station in the South Atlantic (1909); she was 33.58m. The heaviest blue whale was also a female hunted in the Southern Ocean, Antarctica, on 20 March 1947. She tipped the

scales at 190 tonnes which is equivalent to about 30 elephants or 2500 people.

Blue whales are now extremely rare due to uncontrolled commercial whaling. Some populations could be endangered to the point of extinction.

At the end of this meeting, teacher asked students to make reflection about the teaching learning process and make conclusion. Before closing the class, the teacher said *Hamdalah* and prayed together with the students.

This is the last step in teaching and learning activity. It is carried out to know how far the students understand the material. It is also used to know the teacher's way of teaching as an input to make a better way of learning.

4.1.2 The Problem Encountered by The Teacher when Using Instagram as Media to Teach Writing Report Text

While the researcher observed the teacher using instagram as media to teach writing report text, whole class was held in distance learning. Thus, the researcher made questions to know what are the problems encountered by the teacher when using instagram as media to teach writing report text.

Q: What are the main problems when using distance leaning?

Distance learning that is carried out online makes a lot of changes, both in terms of learning methods and in terms of

assessment. It also certainly has many obstacles that are experienced by teachers and students. During the distance learning process, many students have difficulties when learning online. For examples are inadequate internet access, misunderstanding of the material, and fighting the increasing sense of laziness.

Q: Does the internet access affect distance learning?

Internet access is one of the obstacles that quite a lot experienced by students when learning online. One of the factors is the lack of signal availability in various regions, especially for students who are in villages who are still having trouble getting signals. In addition, for junior high and high school students who on average already have a device, internet data are the next source of problem, where if they don't use wifi at home, students have to spend more to buy internet data.

Purchasing internet data has problems if the parents of the student are in trouble, so that students have difficulty also buying internet data. The process of taking part in online learning becomes constrained and students cannot focus on learning if the signal is disturbed due to bad weather and so on.

Q: How about students' understanding due to distance learning?

Due to disturbed internet access, the learning process is disrupted, so the students have difficulties for understanding the material. Therefore, students must take independent learning

initiatives and also look for other sources on the internet to increase their understanding of the material being taught.

Q: How does the students' feeling for facing distance learning?

Learning online actually adds to the feeling of laziness and it is also difficult for students to concentrate. Apart from being dizzy with the assignments given, students also have more time to play devices. Like playing games, opening *Instagram, Twitter, YouTube,* and other social media compared to studying. As a result, there is a feeling of laziness which is very difficult to resist and also difficulty concentrating when studying.

Q: What are the problems when using instagram to write report text?

Nowadays, a lot of people have many media social as their communication tools. Especially teenager in this generation, they absolutely have instagram as their social media. Thus, it is very easy to use instagram as teaching media. There is no problem for students to operate instagram to search the picture as media to write report text. But, when students were asked to write report text based on the picture that they had searched, the students had difficulties to did that. Because of distance learning, the students less understanding of the material. Therefore, a lot of students just made a copy-paste from internet then submit the task.

4.1.3 Solving Problem Encountered by The Teacher when Using Instagram as Media to Teach Writing Report Text

After the researcher did the interview toward the problem encountered by the teacher when using instagram as media to teach writing report text, the researcher gave the question to the teacher toward the way to solve the problem.

Q: What did you do to solve the problem when using instagram as media to teach writing report text as you said before?

Distance learning has many problems to face, the teacher has many solution to solve the problem. Firstly, the teacher gives additional time to the students to write report text. Secondly, because of many issue of internet disrupt, the teacher make video learning toward writing report text then she upload that on *YouTube*, thus the students can watch the video later to be more understand toward material.

Teacher also faces the problem which is students make a copy-paste report text from internet. In this case, the teacher give the text back to the students then ask them to write again toward report text until they make an original one.

4.2 Discussion

In this part, the researcher discuss toward researchers' statement of the problem that are 1)How does the teacher teach writing report text by

using instagram in 10th grade senior high school students of SMA Muhammadiyah 2 Sidoarjo? 2)What problems do the teacher encountered when using instagram as media to teach writing report text? 3)How does the teacher solve the problem when using instagram as media to teach writing report text?

4.2.1 Discussion of the Teaching Writing Report Text using Instagram

From the class observation, observation checklist, and documentation from English teacher, the researcher found the answer of the first statement of the problem which was ask about "How does the teacher teach writing report text by using instagram in 10th grade senior high school students of SMA Muhammadiyah 2 Sidoarjo?".

Based on the activities of teaching English writing report text using technological pictures at the tenth grade students of SMA Muhammadiyah 2 Sidoarjo, the researcher will explain the condition of using instagram in the teaching learning process.

The teacher is helped to teach writing report text using instagram because it is prepared easily, cheap and attractive. Like Klasek, C. B. (1972) said that the advantages of using pictures are inexpensive, familiar medium of communication and can be adapted to many subjects. The students are very enthusiastic to join the lesson, including answering the question and responding the

teacher's explanation. Then, high motivation makes the improvement of students' writing skill.

Pictures in instagram are useful to focus the attention of the students on what the text says by helping them to imagine it. When using pictures, the students depend on the pictures and begin to understand the context. When the students are attracted to the pictures, they will pay attention more to learning English. Especially object they never been seen before. Pictures have an important function as aids to learning simply because they attract students' attention and help encourage them to focus on the subject in hand. It is relevant to the opinion stated by Alexander (1988: 44) that the use of an interesting picture may trigger a desire to learn more about the topic or happening being presented.

This is in line with experts. There are several techniques of teaching according to Jeremy Harmer (2001) in his book Practice of English Language Teaching; one of this is by using pictures. Pictures can be used to explain the meaning of objects. Teacher can draw things on the board or bring in pictures. Brown, et.al (1977) said that teacher may use pictures in many stages of the instructional process to introduce and motivate study of new topics, to clarify conceptions and to communicate basic information.

Beside the positive result in this observation, there is still need for the teacher to be more attractive to deliver the material supposed to increasing students' concern.

This media and technique is a way to teach writing report text and can eliminate some difficulties faced by teacher. By applying this technique, it is expected that the teaching and learning process can run better and the students can get the best result of learning process. So, they can use it as the basic knowledge for their next stage of English learning.

From interview, and documentation from English teacher, the researcher found the answer of the first statement of the problem which was ask about "What problems do the teacher encountered when using instagram as media to teach writing report text?" and "How does the teacher solve the problem when using instagram as media to teach writing report text?"

Distance learning and its relationship to emerging computer technologies have together offered many promises to the field of education. In practice however, the combination often falls short of what it attempts to accomplish. Some of the shortcomings are due to problems with the technology; others have more to do with administration, instructional methods, or students.

There are problems that need to be resolved in distance learning. These problems include the quality of teacher, costs, misuse of technology, and the attitudes of teacher, students, and

administrators. Each one of these has an effect on the overall quality of distance learning as a product. In many ways, each of these issues relates to the others.

The literature indicates a need for teachers to adapt their teaching methods to the distance learning format. Keegan (2005) shows many excellent ways that teachers can better prepare for the classroom including multimedia use, speaking voice, and even font size considerations. Teachers must be motivated to prepare adequately for classes. Part of the responsibility for motivation must lie with the administration and their support of the program. "Because teaching a distance learning class involves a new role for instructors, administrators must provide them with the time, the tools, and the training to meet these new responsibilities" (Inman & Kerwin, 2000, p.586). Administration needs to train and educate teachers on this role and how to meet the challenges. Sherritt (2000) found in her survey of higher education administrators that " for whatever reasons, higher education administrators and politicians understand the need for technology. But, lacking the heart for distance education, they cannot bring themselves to support it with adequate personnel, simple supplies, and a reasonable operating budget” (pg. 4). This sort of attitude from administration can do nothing but trickle down into the teachers and the students. Administrators need to carefully weigh

their goals and objectives when taking on a distance education program.